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ABSTRACT

This lesson on India is suggested as a culminating activity to bring together previously taught units about infrastructure, Islam, Buddhism, Hinduism, ancient India, and contemporary India. The lesson's goals are to examine how a country's cultural background can influence change and to study the development of modern infrastructure. The students develop a board game that allows them to create as much infrastructure as possible. Directions for the game's creation are given in the lesson, as well as a list of the materials needed and project evaluation standards. Resources listed include videos (2), books (4), study prints (3), and slides (1). A relevant list of vocabulary terms on Islam, Hinduism, Buddhism, and India also is provided. (BT)

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Independent Curriculum Project

U.S. Department of Education
India Summer Seminar on
Tradition and Modernity: India's Quantum Leap Into The 21st Century

by

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Infrastructure-The Game

Rationale: To examine how a country's cultural background can influence change and its development of modern infrastructure

This is a culminating activity that pulls together previously taught units in infrastructure, Islam, Buddhism, Hinduism, ancient India and contemporary India.

Procedures: Students are to create a board game. The goal of the game must be to acquire as much infrastructure as possible. The player with the most infrastructure wins.

- * Students must first identify the infrastructures necessary for the 21st century. These must be the basis for the game. Infrastructures can be used individually such as power or broken down as a group such as hydroelectric power, nuclear power, and wind power. All infrastructure should be appropriate to India.
- * This game must **look** Indian. This includes Indian motifs, architecture, sculpture, painting, personalities, gods, geography, dress, animals, specific locations, forms of transportation, musical instruments, etc.
- * As a part of the game students must include cards with cultural information or events that will influence a player's ability to acquire infrastructure. These cards must also look Indian and include the following areas:
 - * Customs and specific holidays of the three religions
 - * Influential personalities (past and present) and governmental procedures
 - * Weather and geography
 - * Customs that might cross religious boundaries such as the caste system, population control, and marriage.
- * Students can develop a theme from the list of vocabulary words. For example, Hindu Gods and holidays or ancient empires.
- * Any "men" used by individuals in the game to move around the board must also be authentic and symbolic.
- * Students are expected to not only use vocabulary words from the religion and Indian units, but also to "play" with the words.

Evaluation: The following standard is used to evaluate the project:

* Can you play it? Does it work/	1-10 points
* Cohesive use of a theme	1-10
* Depth of information on the board	1-30
* Depth of information in the cards and "men"	1-30
* Quality of presentation -visual	1-20

Materials: This is a culminating activity for the study of India. Students have already studied and been tested on the components. The materials listed below are for them to reference while developing their board game.

- * Vocabulary review sheets from units on Islam, Buddhism, Hinduism, and India (Attached)

Videos

- * *Windows to the World: India*, ISBN 1-56345-299-5
- * *Religions of the World: Hinduism*, Holt, Rineholt and Winston, 1989

Books

- * *Indian Society*, S.C. Dube, ISBN 81-237-1031-3
- * *India -The Land and the People: Our Parliament*, Subhash C. Kashyap, ISBN 81-237-0147-0
- * *Waiting For the Mahatma*, R.K. Narayan, Indian Thought Publication, Mysore, 1993
- * *Durga, Namah Shivaya, Hanuman, Ganesh, and Shiva*, (Five small booklets) Dreamland Publications, 4425 Nai Sarak, Delhi 110-006, 1997

Study Prints produced by the Center for Cultural Resources and Training, New Delhi, 1997.

- * *Cultural Heritage I, II and III*
- * *Expression in Line*
- * *World Cultural Heritage Sites: India 1, 2, 3 and 4*

Slides produced by the Center for Cultural Resources and Training, New Delhi, 1997-8

- * *Album II: Architecture, Sculpture and Painting Cultural Kit*

Note: This project is designed for a junior high history GATE class. However, it can be adapted to regular classrooms. It can be used as an individual assignment or as a group assignment. Time allowed is three weeks.

Vocabulary

Islam

Islam
Mt. Hira
Koran
5 Pillars of Faith
zakat
hajj
minaret
Fatima
Arabic
Ayatollah
Last Judgement

moslim
Gabrielle
Hegira
salat
Ramadan
Mount of Mercy
imam
Sunnis
revelations
Hadith

Mohammed
Ka'aba
Medina
mihrab
Little Bairam
Mina
caliphs
Shi'ites
Allah
Shahada

Ishmael
Mecca
Jahad
prayer rug
Lesser Pilgrimage
mosque
Abu Bakr
Sufi
Ashura Festival
tithe

Hinduism

Hinduism
Brahma
Ganesh
Harappa
karma
4 stages of life
reincarnation
sacred thread
Sanskrit

samsara
Vishnu
Durga
Mohenjo-Daro
dharma
ascetic
ahimsa
cremation
Himalayas

moksha
Siva
Hanuman
Aryans
Ramayana
Rig Veda
Upanishads
Ganges River
Indus River

Brahman
yoga
shudras
caste system
Bhagavad-Gita
guru
sangha
immortal soul
Deccan Plateau

Buddhism

4 Noble Truths
non-violent
Buddha
stuppa
Bohdi tree

8 Fold Path
enlightenment
Zen Buddhism
pagoda

5 Promises
Nirvana
middle path
Siddhartha Gautama

7 beliefs
Bodhisattva
monotheistic

India

1947
Green Revolution
Jawaharlal Nehru
Ghandi
Babur
Akbar
Aurangzeb
Varanasi
Bappo

Pakistan
Jainism
Indira Gandhi
sari
Humayun
Jahangir
Ashoka
pilgrimage
charka

Kashmir
Sikhs
East Indian Co.
purdah
Rajputs
Shah Jahan
Gupta
Lord Mountbatten
dhoti

hunger strike
dowry
democracy
richshaw
Mughal
Taj Mahal
Ajunta Caves
Mahatma
ghat